

Teacher Resource Bank

GCE Spanish

AS Suggested Schemes of Work



It is important to have a Scheme of Work in place in order to guarantee that the specification is covered fully by the teacher or teachers charged with the delivery of the course. Heads of Department and their teachers will choose what approach to take; they know the nature of their institution, the strengths and enthusiasms of their teachers and the levels of ability and knowledge of their students.

What follows is one possible approach in which the four topics and twelve sub-topics are taught in a 'revolving' system. All topics and sub-topics assume a sound grammar knowledge from GCSE.

Most of the grammar content specified in the AS specification will already be familiar to post-GCSE students but will need consolidation. The '**Suggested grammar/revision**' and '**Skills**' elements are taken from the Nelson Thornes/AQA book and are largely for reinforcement purposes. Grammar and skills need to be explained whenever uncertainty or difficulty occur.

The '**Suggested activities**' element contains ideas for oral work and an essay for each sub-topic; the word "essay" is used here to cover any piece of short or longer piece of writing that could contribute towards the 200 word essay in the AQA examination. Reading and Listening activities could be delivered by the course book being used.

Where the class is being shared, teachers could teach two topics each and alter the programme accordingly.

GRAMMAR

Students are expected to have sound knowledge of:

Nouns: gender, singular and plural forms

Articles: definite and indefinite (including *lo* plus adjective)

Adjectives: agreement

position

apocoptation (*buen, mal, etc*)

comparative and superlative

demonstrative (*este, ese, aquel*)

indefinite (*alguno, cualquiera, otro*)

possessive (short and long forms) (*mi, mío*)

interrogative (*cuánto, qué*)

relative (*cuyo*)

exclamatory (*qué*)

Adverbs: comparative and superlative

interrogative (*cómo, cuándo, dónde*)

Quantifiers/intensifiers (*muy, bastante, poco, mucho*)

Pronouns: subject

object: direct and indirect

position and order

reflexive

relative (*que, quien, el que, el cual*)

disjunctive/emphatic

demonstrative (*éste, ése, aquél, esto, eso, aquello*)

indefinite (*algo, alguien*)

possessive (*el mío, la mía*)

interrogative (*cuál, qué, quién*)

Verbs: regular and irregular forms of verbs, including
reflexive verbs
modes of address (*tú, usted*)
radical-changing verbs
impersonal verbs
verbs followed by an infinitive (with or without a preposition)
perfect infinitive
negative forms
interrogative forms
reflexive constructions (*se vende, se nos dice que*)
uses of *ser* and *estar*
tenses: present
preterite
imperfect
future
conditional
perfect
future perfect (R)
conditional perfect (R)
pluperfect
passive voice: present and preterite tenses, other tenses (R)
continuous tenses
imperative
gerund
past participle
subjunctive mood: present, perfect, imperfect, pluperfect
uses of subjunctive: polite commands, negative commands
after verbs of wishing, command, request, emotion
to express purpose (*para que*)
to express possibility/impossibility
after conjunctions of time (*cuando lleguemos*)
in conditional sentences after *si*
all other common uses (R)

Prepositions: personal *a*
uses of *por* and *para*

Conjunctions: common, including *y, pero, o, porque, como, cuando*

Number, quantity and time: constructions with *hace* and *desde hace*

Please note: the examples in *italics* are indicative, not exclusive. For structures marked (R), receptive knowledge only is required.

Suggestions for a Year 12 Spanish Scheme of Work

Every week	A verb and vocabulary test
Weeks 1 - 2	General Introduction to the specification to include a revision of GCSE tenses and an introduction to the subjunctive. Perhaps one lesson on each sub-topic.
Weeks 3 - 4	<u>Media - Television</u> <ul style="list-style-type: none">• TV viewing habits• Range of programmes, eg their appeal and popularity• Range of channels including satellite and internet• Benefits and dangers of watching TV Suggested grammar / revision: <p>Present tense/Present continuous tense Adjectives Definite and indefinite articles plus <i>lo</i> <i>Gustar</i></p> Skills: <p>Use expressions of frequency Summarise texts by identifying key points Identify the 'pros' and 'cons' of an argument</p> Suggested activities: <p>Essay: <i>Mis dos programas favoritos</i> Role-play: a chat-show interview Oral presentation: my favourite TV personality Discuss 'reality' television programmes Present today's news Internet research: most popular Spanish and South American programmes Watch and listen to Spanish TV via internet or satellite</p>
Weeks 5 - 6	<u>Popular Culture - Cinema</u> <ul style="list-style-type: none">• Types of film, changing trends• The place of cinema in popular culture• A good film I have seen• Cinema versus alternative ways of viewing films Suggested grammar / revision: <p>Demonstrative adjectives and pronouns Imperfect/Imperfect continuous tenses Preterite tense</p> Skills: <p>Use negative constructions Vary use of tenses and conjunctions Verbal expressions (<i>me gusta, me encanta</i> etc) to express likes and dislikes</p>

Suggested activities:

Essay: *Mi película favorita*

Role-play: a film star interview

Oral presentation: my favourite film star

Discuss: the impact of film violence on society

Present a review of a recent film

Internet research: the life and work of a Spanish film star

Design a film poster

Weeks 7 - 8

Healthy Living/Lifestyle - Sport/exercise

- Traditional sports versus 'fun' sports
- Reasons for taking part in sport / physical exercise
- Factors influencing participation in sport / physical exercise
- Links between physical exercise and health

Suggested grammar / revision:

Conditional tense and Future tense

Adverbs and adverbial phrases

Verb + infinitive constructions

Prepositions + infinitive

Skills:

Make negative statements

Give reasons, explain benefits, persuade

Use a range of idiomatic impersonal expressions

Suggested activities:

Essay: *La importancia del ejercicio físico*

Role-play: a sports star interview

Oral presentation: the Olympic Games, 2008, 2012 and beyond

Discuss: the income of sports stars

Internet research: a Spanish or South American club

Weeks 9 - 10

Family/Relationships - Relationships within the family

- Role of parents and importance of good parenting
- Attitudes of young people towards other family members
- Conflict between young people and other family members
- Changing models of family and parenting

Suggested grammar / revision:

Possessive adjectives and pronouns

Relative pronouns

Recognise when to use the subjunctive

Desde hace + present/imperfect

Skills:

Talk about priorities

Say how long you have/had been doing something

Use conjunctions to talk about causes and effects

Suggested activities:

Essay: *Las ventajas y desventajas de ser hijo único*

Role-play: your grandma's views on her family

Oral presentation: how to be a good parent
Discuss: today's young people have an easy life
Internet research: street children of South America

Weeks 11 - 12

Media - Advertising

- Purposes of advertising
- Advertising techniques
- Curbs on advertising, eg tobacco, alcohol
- Benefits and drawbacks of advertising

Suggested grammar / revision:

Por and *Para*

Comparatives and superlatives

Ser and *Estar*

Skills:

Make comparisons

Use demonstrative adjectives

Use appropriate language to persuade and convince

Suggested activities:

Essay: *Los anuncios que me gustan y que no me gustan*

Oral presentation: the benefits of advertising

Discuss: the target audience of advertisements

Design a street poster for a product

Watch and listen to Spanish TV adverts via internet or satellite

Weeks 13 - 14

Popular Culture - Music

- Types of music, changing trends
- The place of music in popular culture
- Music I like
- How music defines personal identity

Suggested grammar / revision:

Perfect tense

Acabar de

Gerunds

Object pronouns

Personal *a*

Skills:

Listen for gist and for detail, distinguishing key words and facts

Use conversational skills to express points of view

Suggested activities:

Essay: *Un festival de música que me gusta*

Role-play: a pop star interview

Oral presentation: the best group ever

Discuss: 'X Factor'-style shows

Present a review of a concert

Internet research: a popular Spanish group

Weeks 15 - 16

Healthy Living/Lifestyle - Health and well-being

- Alcohol, tobacco, other drugs
- Diet, including eating disorders
- The 'work/life balance'
- Risks to health through accidents

Suggested grammar / revision:

Radical-changing verbs inc. preterite of *IR*

Pluperfect tense

Reflexive verbs

Skills:

Use appropriate language to make judgements and recommendations

Give reasons for and against

Suggested activities:

Essay: *El alcohol es la droga más peligrosa de todas*

Role-play: a social worker interview

Oral presentation: eating disorders

Discuss: the impact of drugs on society

Present a resume of the problems of a well-known drug addict

Internet research: *el botellón*

Weeks 17 - 18

Family/Relationships - Friendships

- Characteristics and roles of friends
- Conflicts with friends
- Importance of friends
- Friendship versus love

Suggested grammar / revision:

The passive and avoidance of it

Full range of past tenses

Time expressions with *hace*

Present and Imperfect subjunctive

Skills:

Describe people

Give tactful criticism

Use varied sentence length

Explain emotional problems

Read text-message language

Suggested activities:

Essay: *El acoso en el colegio*

Role-play: a victim of bullying

Oral presentation: who can you trust with a secret?

Discuss your relationship with your brothers and sisters

Internet research: Spanish personal/friendship websites

Weeks 19 - 20

Media - Communication technology

- Popularity of mobile phones, MP3 players, etc
- Benefits and dangers of mobile phones, MP3 players, etc
- Internet - its current and potential usage

- Benefits and dangers of the internet

Suggested grammar / revision:

Se + 3rd person for impersonal and passive statements

Interrogative pronouns

Deber, Tener que, Hay que + infinitive

Lo + adjective

Emphatic pronouns

Ir + a + infinitive

Future tense

Skills:

Ask and answer questions

Add detail to answers

Suggested activities:

Essay: *Internet es peligroso*

Role-play: a 'typical' mobile phone conversation

Oral presentation: why I need my mobile

Discuss: my favourite web sites

Internet research: the most popular Spanish and South American internet sites

Weeks 21 - 22

Popular Culture - Fashion/trends

- How we can alter our image
- Does how we look define who we are?
- Lifestyle and leisure activities
- The cult of the celebrity

Suggested grammar / revision:

Use the subjunctive

Ser and *Estar*

Skills:

Plan a discussion

Plan written work

Check written work

Suggested activities:

Essay: *La moda y yo*

Role-play: a cosmetic surgeon interview

Oral presentation: size 0 models and 'real' women

Discuss: the need to conform

Present a review of a women's/men's magazine

Internet research: a Spanish or South American celebrity

Weeks 23 - 24

Healthy Living/Lifestyle - Holidays

- Types of holiday and holiday activities
- The impact of tourism on holiday destinations
- Purposes and benefits of holidays
- Changing attitudes to holidays

Suggested grammar / revision:

Imperatives
Preterite tense: irregular verbs
Future tense

Skills:

Choose correct past tense
Recognise compound words, families of words
Prepare for an interview
Use strategies for listening

Suggested activities:

Essay: *Mis vacaciones ideales*
Role-play: Interview with a Benidorm hotel manager
Oral presentation: the pros and cons of a holiday in Ibiza
Write an advert to attract visitors to your town
Internet research: a South American holiday

Weeks 25 - 26

Family/Relationships - Marriage/partnerships

- Changing attitudes towards marriage or cohabitation
- Separation and divorce
- Staying single: benefits and drawbacks
- Changing roles within the home

Suggested grammar / revision:

Use indefinite pronouns and adjectives
Use imperfect subjunctive
Future perfect and Conditional perfect

Skills:

Use tactics for understanding new vocabulary
Make positive and negative comments; express approval/disapproval
Read for gist, read for detail

Suggested activities:

Essay: *¿Por qué casarse?*
Role-play: Interview with a marriage guidance counsellor
Oral presentation: *mi boda ideal*
Discuss the changing roles of men and women in the family
Internet research: domestic violence in Spain and South America